



The First Grade Classroom Demographics

- Number of students: 18
- Age range of students: 6-7 years old
- Type of classroom: General Education Classroom
- Types of disabilities: Learning Disability (LD)



Technology currently used by the student in the classroom

- 6 student iMac computers
 - Word processing capabilities
 - Internet access
 - Educational Software (Math Blasters, Claris Works, etc.)
- 1 teacher lap top computer (same as above)
- TV and VCR
- Scanner
- Audio cassette player with headphones



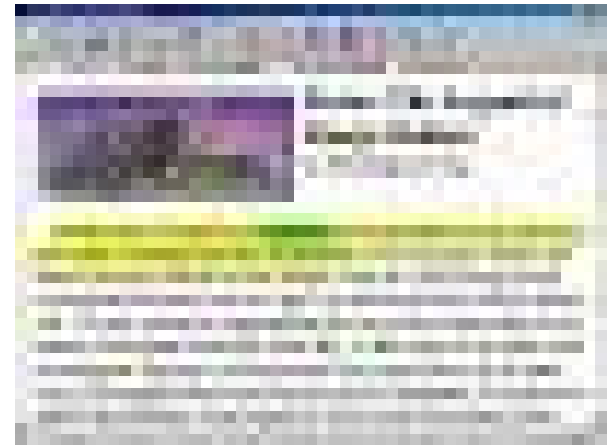
How the technology is currently being used

- Students use computer software to reinforce academic skills and concepts
- Students research current issues and topics using the internet
- At the listening center during center time, the students listen to stories on audio tapes
- TV is used for presentations of power points created by the teacher to review skills (math facts, sight words, etc.)



Kurzweil 3000

- Computer-based talking words processing program
- Printed text is read aloud, word by word
- Text may be visually highlighted
- Text may be imported from disks, internet, scanning, etc.





Lesson Plan: Bedtime Stories

Adapted from GLC

- Student centered lesson for day seven of 180 day sequence of lesson plans. After the teacher reads The Napping House by Audrey Woods, students participate in a pajama party in which they choose books that reflect their own personal interests to read to their stuffed animals for bedtime stories.



Learning Outcomes

- What kinds of stories do I like? If I could read a story to a friend, which one would I choose?



QCC Standards

- Language Arts Oral Communication

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Topic: Listening/Speaking

Standard: Listens to a variety of literary forms including stories and poems.

- Written Communication

41

Topic: Literature

Standard: Demonstrates an interest in various types of self-selected literature through daily reading.

Procedures/Activities

Step 1

- Teacher Prep:
 1. Obtain the book, The Napping House, by Audrey Woods.
 2. Buy cookies, milk, and cups for every student.
 3. Gather old stuffed animals and pillows for students who do not bring them to school.



Step 1 Continued

- 4. Find large t-shirts or men's button-up shirts for students to wear who do not wear pajamas to school.
- 5. Make a class set of the parent letter and send it home to parents several days before the party. (See attachment)
- 6. Copy the assessment attachment.



Step 2

- On the day of the party, the students will wear or bring their pajamas, robes, stuffed animals, and slippers to school. NOTE: Some students may be self-conscious about wearing the bedtime clothing to and from school. They should be allowed to change at school.



Step 2 Continued

Some students may not bring pajamas, animals, or pillows. Be prepared for this by having a supply available. Men's t-shirts and button-up shirts work well as substitute apparel. Make sure that as party time approaches, all of the students have bedtime clothes on, a stuffed "friend," and a pillow.



Step 3

- Gather the children into the story area. Briefly discuss bedtime rituals at their houses. Let some of the children share what their bedtime routine is. The teacher may want to begin the discussion by sharing his/her bedtime routine at home being sure to say that the teacher's routine involves having milk and cookies during story time. Pass-out milk and cookies.



Step 4

- Show the book, The Napping House by Audrey Woods, to the students. Explain to them that this is a cumulative story that they can help tell. As the story is read, the words repeat themselves and become familiar enough for the students to recognize and join in. Read the book aloud and help the students join in with the "old" part of the story after you read each new part. NOTE: Observe to see if there are any students who are not listening to the story as part of the assessment.



Step 5

- After the story, let the students take their pillows and stuffed animals to a spot in the room for bedtime. The students may select books to read to their friends for a quiet 25 minute silent reading time. Many students will probably not be able to actually read the words, but they can tell familiar stories using the pictures as a guide. The teacher should quietly observe the students to see if they select books and "read" them to their friend using a checklist for assessment.



Accommodation

- After the student has picked a spot in the class to read to his stuffed animal, the teacher will provide the student with the lap top.
- The student and his stuffed animal will listen to the pre selected books of his choosing that have been scanned into the lap top.
- The student will practice reading those same chosen books to his stuffed animal.



Step 6

- Closure: Bring the students back to the story area and let them tell about some of the stories they "read" to their friend.



Assessment

- Use the teacher observation checklist to document observations of the students as they "read" stories to their stuffed animals. Did the students select books readily? Did they "read" the books to their stuffed animal? Did they participate fully?

Modifications

- None exist





Credits

- Twyla Hodnett
- Park Elementary
- Harris County Sequence
- 1 Language Arts
- found at
Georgia Learning Connections
<http://www.glc.k12.ga.us/>